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ABSTRACT

Part of a series of reports on undergraduate education in Illinois, this report focuses on transfer and articulation. The first section examines trends in transfer and after-transfer retention to baccalaureate degree completion of students who transferred from public community colleges to public universities. The second section traces the evolution of state policies and practices for improving the transfer process for students and for articulating programs and courses in response to actual and perceived impediments. The third section describes initiatives undertaken since the deliberation of a committee designed to increase the number and success of students completing baccalaureate degrees. Finally, the fourth section draws conclusions from this information and suggests steps to improve student transfer and subsequent baccalaureate completion. Findings presented in the report include the following: (1) 63% of the students who transferred into an upper-division school graduated within 4 years of transferring; (2) overall, Illinois students who transferred from community colleges to public universities did as well or better than transfer students in other states; (3) significantly fewer Black and Hispanic students transferred into the upper division, completed an associate in arts or associate in science degree prior to transfer, and graduated within 4 years of transfer in proportion to their numbers than the overall transfer population; and (4) between fall 1987 and fall 1991, while the total number of students who transferred from a community college to a public university increased by 14%, the number of Black transfers increased by 17%, and the number of Hispanic transfers increased by 48%. In addition to the findings, recent initiatives aimed at improving transfer and articulation are described. An appendix provides board policies on transfer and articulation. (10 tables/charts/figures). (JMC)

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Undergraduate Education: Transfer And Articulation

State of Illinois
Board of Higher Education

May 1992

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

UNDERGRADUATE EDUCATION: TRANSFER AND ARTICULATION

OVERVIEW

This report is the third and final report in this 1992 series analyzing progress in implementing the Board of Higher Education's policies on undergraduate education. While improving the quality of undergraduate education has been a state priority since September 1986 with the adoption of the policies on undergraduate education, the Board has been concerned with transfer and articulation issues since the late 1960s.

The first report in the series, *Undergraduate Education: Learning and Teaching* (January 1992), examined implementation of the Board's policies on student achievement, scholarship, and general education and on faculty and excellence in teaching. The report highlighted actions taken by public universities and community colleges to improve undergraduate education by strengthening graduation requirements and assisting students in meeting them. The second report, *Undergraduate Education: Access and Preparation* (March 1992), analyzed the status of student preparation for college in a period when new high school course-specific admission requirements had been widely publicized but had not yet been fully implemented statewide. Since the conditions that led to the adoption of the course-specific admission requirements continue to exist, the report concluded that the Board and colleges and universities need to renew their emphasis on forming partnerships with schools to improve student preparation for college. Students and their parents and schools also need to be provided better information on the levels of preparation expected by colleges and universities.

This third report focuses on the implementation of the Board's policies on transfer and articulation. The transfer and articulation policies address student access, preparation, and retention from a different perspective: the ability and ease with which students are able to move from an associate to a baccalaureate degree-granting institution and complete a baccalaureate degree. Throughout the report, the term "transfer" refers to the process by which a student moves from one institution to another, while "articulation" refers to the process of evaluating program and course comparability among institutions. In general, the more comparable the programs, the less difficulty a student has in transferring from one institution to another.

The Board of Higher Education's policies on transfer and articulation stress the responsibility of college and university presidents, academic officers, and faculties to work together to facilitate the smooth transfer of students from community colleges to baccalaureate degree-granting institutions. Collaboration is needed not only in setting curriculum and course standards to assure comparability among institutions but also to encourage and advise prospective transfer students on their opportunities and the mechanics of transfer.

Rates of Transfer and Baccalaureate Completion

The information presented in this report indicates that, even prior to the adoption of the Board's policies, the transfer process worked well for many students.

- More than half of the students who transferred from a public community college to a public university during fiscal year 1987 earned a baccalaureate degree by the end of fiscal year 1990, while an additional 15 percent were enrolled during fiscal year 1990.

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- Sixty-three percent of the students who transferred into the upper-division graduated within four years of transferring compared with 27 percent of the students who transferred into the lower-division. Seventy percent of the students who transferred into the upper-division after earning an Associate in Arts (AA) or Associate in Science (AS) degree graduated within four years of transferring.

- Overall, Illinois students who transfer from community colleges to public universities do as well, if not better than, transfer students in other states.

The information presented also indicates, however, that the transfer process has not worked as well for minority students. Promoting the success of minority students is a high priority in higher education, and the transfer process is an important avenue for minority students to achieve their academic objectives.

- The number of black and Hispanic students who transfer is small in comparison to their proportion both of community college enrollment and of the Illinois population. Black and Hispanic students comprised only 9 percent and 2.5 percent, respectively, of the transfer students during fiscal years 1987, 1988, and 1989.

- Significantly fewer black students transferred into the upper-division, completed an AA or AS degree prior to transfer, and graduated within four years of transfer than the overall transfer population.

- While more Hispanic than black students transferred into the upper-division, completed an AA or AS degree prior to transfer, and graduated within four years, they did so less frequently than the overall population.

- Between fall 1987 and fall 1991, however, while the total number of students who transferred from a community college to a public university increased by 14 percent, the number of black transfers increased by 17 percent and the number of Hispanic transfers increased by 48 percent.

Recent Initiatives to Improve Articulation and Transfer

A variety of promising initiatives were undertaken in fiscal years 1991 and 1992 to implement the Board's policies on transfer and articulation, many of which were designed particularly to improve the transfer and subsequent success of minority students.

- Through the Minority Articulation Program, 21 transfer centers were established in community colleges in fiscal year 1991, with two additional centers established in fiscal year 1992. In addition, several community colleges established comparable centers through other funding sources. First-year evaluations of the transfer centers suggest they are beginning to achieve their primary goals: raising the visibility of the baccalaureate-transfer program and of transfer on the community college campus, especially among minority students; encouraging minority students to consider pursuing a baccalaureate degree; and providing accurate information and advising about transfer opportunities, the process of transferring, and academic planning for transfer.

- Short-term articulation grants were provided through the Minority Articulation Program to public and private institutions to articulate programs and courses and to facilitate the transfer of students. Many of these grant projects provided university advisers to counsel prospective transfers at a community college transfer center. Many also brought together faculty and staff members from cooperating institutions to articulate courses and programs. Others formed partnerships with secondary schools or community groups to encourage minority students to

pursue higher education. Because of the nature of these projects, their impact on improving the transfer of students, especially minority students, will not be known for several years.

Because faculty members are the key to successful articulation, recent efforts to bring faculty members from across the state together to discuss common standards in a discipline are particularly encouraging.

- Among the professional organizations that have taken on this challenge are the joint task force of the Illinois Mathematics Association of Community Colleges and the Illinois Section of the Mathematics Association of America and the ad hoc articulation task force of the Illinois Speech and Theatre Association.

- The Transfer Coordinators of Illinois Colleges and Universities have also established task forces of faculty members to review lower-division coursework in such areas as English, education, art, and music.

- The Board of Higher Education and the Illinois Community College Board jointly established a Committee of Scholars on the Humanities to define the humanities component of college and university general education requirements.

- A variety of conferences have also encouraged closer cooperation among institutions. These conferences have ranged from the Illinois Presidents' Forum in April 1991 to interinstitutional articulation conferences such as that co-hosted by the University of Illinois at Urbana-Champaign and the City Colleges of Chicago in April 1992 to the statewide articulation and transfer conference co-sponsored by the Illinois Community College Board and the Board of Higher Education on May 1 and 2, 1992.

Conclusions and Next Steps

This report shows that the transfer process has worked well for many students and that the after-transfer success of Illinois students compares favorably with the success of transfers in other states. Although student transfer and program articulation have received renewed emphasis across the state, there is still considerable room for improvement in both the number of students, particularly minority students, who transfer and their subsequent success in earning baccalaureate degrees. Some public community colleges have yet to revise their requirements for the AA and AS degree to meet the minimums in the models developed by the Illinois Community College Board which were incorporated into the Board of Higher Education's policies. Some public universities are more involved in collaboration with community colleges to improve transfer and articulation than are others. The recently created Shared Enrollment and Graduation Data System is a major step forward in providing the kind of information needed to analyze transfer patterns and after-transfer persistence in order to inform both institutional and state-level decision making.

The Board of Higher Education, as well as the Illinois Community College Board, need to continue to emphasize as a high priority the improvement of transfer and articulation among institutions, within the context of the overall improvement of undergraduate education. The Board of Higher Education should continue to report periodically on the status of student access and preparation, undergraduate learning and teaching, and transfer and articulation, the subjects of this year's series of reports on the implementation of the Board's policies on improving undergraduate education.

UNDERGRADUATE EDUCATION: TRANSFER AND ARTICULATION

This report is the third and final report in a series analyzing progress in implementing the Board of Higher Education's policies on undergraduate education. This report examines the development and implementation of the Board's policies on student transfer and program articulation. These transfer and articulation policies address student access and retention from the perspective of the student's ability to move from an associate to a baccalaureate degree-granting institution to complete a baccalaureate degree, the most common pattern of interinstitutional transfer. A more comprehensive report on the variety of patterns of student mobility and on retention and degree completion within the public sector of higher education is planned for fall 1992.

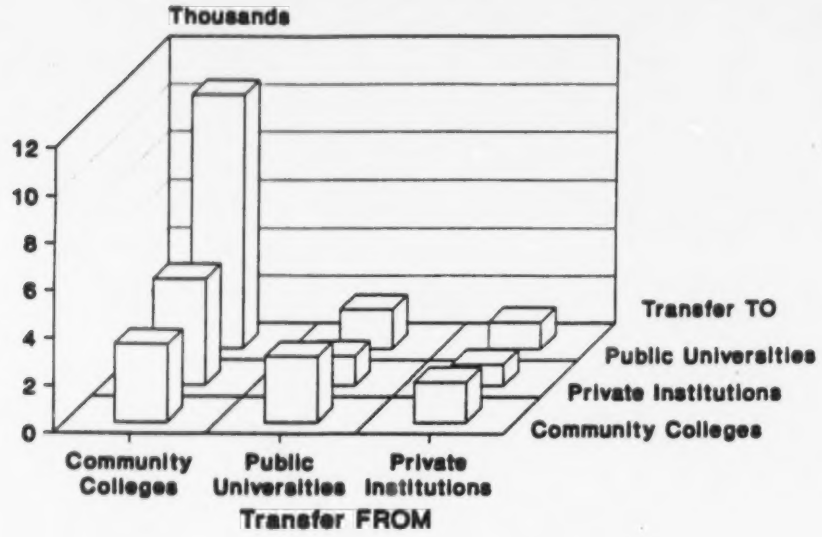
Figure 1 illustrates the range of transfer activity among Illinois institutions in fall 1990. The figure shows that 54 percent (15,147 students) of the nearly 28,000 students considered transfers followed the traditional path of transferring from an Illinois public community college to an Illinois public university or private institution. Fully 16 percent (4,519 students) of the transfers, however, followed a reverse path by transferring from a public university or private institution to a public community college. The remainder of the students transferred from one community college to another or among public universities and private institutions.

The success of Illinois' system of higher education is predicated on the ability of students to transfer from associate to baccalaureate degree-granting institutions. Currently, there are 40 Illinois public community college districts operating 50 colleges. In fall 1990, the community colleges enrolled nearly 353,000 students, of whom more than 217,000 were undergraduates, with the remainder enrolling in adult basic and secondary completion or continuing education programs. Because of their lower tuition rates and their proximity to a high proportion of the population, community colleges tend to enroll higher proportions of non-traditional students--older adult, recent immigrant, women, minority, and less well prepared students--than do baccalaureate institutions. For example, in fall 1990, while the Illinois public community colleges enrolled 44.3 percent of all Illinois' undergraduates, they enrolled 49.1 percent of black, 52.8 percent of Native American, and 46.7 percent of women undergraduates. The 44.3 percent of undergraduates enrolled in Illinois public community colleges is higher than the 43.7 percent of undergraduates enrolled in <u>all</u> two-year colleges (including private and proprietary institutions) nationally.

The state's future economic competitiveness depends to a great extent on the ability of higher education to recruit, retain, and graduate increasing numbers of students, particularly non-traditional students. While Illinois' overall population is growing at a rate of only five percent, the number of 16-to-25 year olds in Illinois is declining by 25 percent between 1990 and 2010. Due to differential birthrate and migration patterns, however, the proportion of black and Hispanic youth reaching working age is expected to increase sharply. At the same time, the structure of the Illinois economy is shifting from manufacturing and agriculture to the service industries. The fastest rates of job growth are occurring in those occupations requiring the most education and training. For example, most of the fast growing white-collar occupations in management and the professions require at least some college education, and many require a baccalaureate or higher degree. Because a substantial number of students begin their collegiate education in community colleges, community colleges and baccalaureate institutions need to work cooperatively to increase the number of students who transfer and complete baccalaureate degrees.

This report is divided into four sections. The first section examines recent trends in transfer and in after-transfer retention to baccalaureate degree completion of students who transferred from public community colleges to public universities. The second section traces the evolution of state policies and practices for improving the transfer process for students and for articulating programs and courses in response to actual and perceived impediments. The third section describes initiatives

Figure 1
Interinstitutional Transfer, Fall 1990



INTERINSTITUTIONAL IN-STATE TRANSFER, FALL 1990

Institutions Transferred FROM	Institutions Transferred TO: Public Community Colleges	Public Universities	Private Multi-Purpose Institutions
Public Community Colleges	3,305	10,636	4,511
Public Universities	2,799	1,671	1,266
Private Multi-Purpose Institutions	1,720	1,134	916

Source: Fall Enrollment Survey

undertaken since the deliberations of the Committee on the Study of Undergraduate Education to increase not only the number of students who transfer, but also their ultimate success in completing baccalaureate degrees. The final section draws conclusions from this information and suggests next steps at the state and institutional levels to improve student transfer and subsequent baccalaureate degree completion.

Recent Trends in Transfer and Retention to Graduation

This section examines recent trends in the number of students who transferred from public community colleges to public universities, as reported in the Board of Higher Education Fall Enrollment Surveys. The section also analyzes the persistence of students toward baccalaureate completion after transfer. Because several years must pass in order to allow sufficient time for students to graduate, data on the persistence of transfer students to baccalaureate completion are from years prior to the adoption of the current policies on transfer and articulation.

Transfer from Public Community Colleges to Public Universities. Table 1 shows the number of students who transferred from public community colleges to public universities in fall 1987, before the Board adopted the policies on transfer and articulation, and in fall 1991. Overall, the number of community college to public university transfers increased by 13.9 percent over this five-year period. In fall 1991, four public universities accounted for 56 percent of the community college transfers: Southern Illinois University at Carbondale, Northern Illinois University, Illinois State University, and the University of Illinois at Chicago. The four public universities with the largest percentage increases in the number of transfers from community colleges were Southern Illinois University at Edwardsville and Eastern Illinois University, at 32 percent each; Southern Illinois University at Carbondale, at 27 percent; and Western Illinois University at 26 percent.

Table 1 also provides information on the number of black and Hispanic transfer students in both fall terms. The percentage increase for both black and Hispanic transfers exceeds the overall percentage increase. The number of black students who transferred increased by 16.9 percent, and the number of Hispanic transfers increased by 47.8 percent between fall 1987 and fall 1991. Chicago State University accounted for 39 percent of the black transfer students in fall 1991, a decline from 44 percent in fall 1987, even though the number of black students transferring to Chicago State University increased by three percent. Southern Illinois University at Carbondale had the second highest number of black transfer students in fall 1991, at 104, with an 86 percent increase from fall 1987. The University of Illinois at Chicago was third highest in fall 1991 at 100, down one student from fall 1987.

All public universities except the University of Illinois at Urbana-Champaign increased the number of Hispanic transfers from fall 1987 to fall 1991. The University of Illinois at Chicago had the highest number of Hispanic transfer students in both years, with an increase of 33 percent, from 83 in fall 1987 to 110 in fall 1991. Northeastern Illinois University and Northern Illinois University had the second and third highest number of Hispanic transfer students in both years. While the percentage of black and Hispanic transfers has increased, the number of black and Hispanic students who transfer is still small. Black and Hispanic transfers comprise only 11.9 percent of the total community college to public university transfers compared with 18.6 percent of community college undergraduate enrollment in fall 1990 and 21.5 percent of the state's total population.

Persistence of Transfer Students in Public Universities. Since the creation of the community college system in 1965, three statewide follow-up studies have been conducted on transfer student success. The focus, population, and duration differed among the three studies. The primary purpose of the first study, *Performance of Transfer Students Within Illinois Institutions of Higher Education* (1971), was to measure the mobility of students in Illinois and the magnitude of transfer among institutions. The study identified transfers in fall 1967 from community colleges to baccalaureate

Table 1

TRANSFERS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES TO ILLINOIS PUBLIC UNIVERSITIES
FALL 1987 AND FALL 1991

	Fall 1987				Fall 1991				Percent Change Fall 87 to Fall 91		
	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic
Board of Governors	2,851	541	77	21.7 %	3,087	557	104	21.4 %	8.3 %	3.0 %	35.1 %
Chicago State University	401	369	9	94.3	399	374	12	96.7	(0.5)	1.4	33.3
Eastern Illinois University	728	9	3	1.6	962	21	9	3.1	32.1	133.3	200.0
Governors State University	470	68	9	16.4	386	52	11	16.3	(17.9)	(23.5)	22.2
Northeastern Illinois University	572	57	43	17.5	484	56	55	22.9	(15.4)	(1.8)	27.9
Western Illinois University	680	38	13	7.5	856	54	17	8.3	25.9	42.1	30.8
Board of Regents	3,236	86	39	3.9	3,586	132	79	5.9	10.8	53.5	102.6
Illinois State University	1,367	28	9	2.7	1,513	64	29	6.1	10.7	128.6	222.2
Northern Illinois University	1,454	23	30	3.6	1,585	39	41	5.0	9.0	69.6	36.7
Sangamon State University	415	35	0	8.4	488	29	9	7.8	17.6	(17.1)	—
Southern Illinois University	1,907	94	18	5.9	2,439	168	36	8.4	27.9	78.7	100.0
Carbondale	1,454	56	15	4.9	1,840	104	30	7.3	26.5	85.7	100.0
Edwardsville	453	38	3	9.1	599	64	6	11.7	32.2	68.4	100.0
University of Illinois	1,663	109	96	12.3	1,887	113	121	12.4	13.5	3.7	26.0
Chicago	1,016	101	83	18.1	1,183	100	110	17.8	16.4	(1.0)	32.5
Urbana/Champaign	647	8	13	3.2	704	13	11	3.4	8.8	62.5	(15.4)
TOTAL	9,657	830	230	11.0 %	10,999	970	340	11.9 %	13.9 %	16.9 %	47.8 %

Source: IBHE Fall Enrollment Surveys

institutions and vice versa, as well as transfer into Illinois from out-of-state institutions. The performance of the students was followed for the 1967-68 academic year only. The second study, *A Statewide Follow-Up Study of Students Who Transfer from Illinois Public Community Colleges to Illinois Four-Year Colleges and Universities*, followed only students who transferred from a public community college to a baccalaureate institution in fall 1973, but measured their post-transfer success for three years (through spring 1976).

The third study, *A Five-Year Study of Students Transferring from Illinois Two-Year Colleges to Illinois Senior Colleges/Universities: Fall of 1979* (May 1986), followed 9,757 transfers from public community colleges and private junior colleges to public and private baccalaureate institutions in fall 1979 and measured their after-transfer progress for five years (through spring 1984). The chief findings of this most recent study were:

- Within five years of transferring, 53.8 percent of the students earned baccalaureate degrees from, and three percent were still enrolled in, the institution to which they transferred in fall 1979, for an overall persistence rate of 56.8 percent.

- The 31 percent who earned an Associate in Arts (AA) or Associate in Science (AS) degree prior to transferring performed significantly better on all three measures of success--persistence, baccalaureate degree completion, and after-transfer cumulative grade point average--than other transfer students. Within the time frame of the study, 67 percent of the AA and AS degreed transfers earned a baccalaureate degree from (and nearly two percent were still enrolled in) the institution to which they transferred in fall 1979 compared with 48 percent of the students who had not earned an AA or AS degree prior to transferring.

As a result of the Board's policy calling for the creation of a statewide system to monitor the after-transfer retention to graduation of students who transferred from community colleges to public universities, the public universities in conjunction with the Board of Higher Education and the Illinois Community College Board staffs created a Shared Enrollment/Graduation Data System. This database currently contains all enrollment records and all degrees-conferred records for all public community colleges and universities for fiscal years 1983 through 1990. Of the nearly 2.1 million individual students, 71 percent were enrolled only within the community college system and 14.4 percent were enrolled only within the public university system during this period. Nearly 242,000 students (11.6 percent), however, enrolled in at least one community college and at least one public university in this eight-year period.

In order to determine the after-transfer persistence to graduation of students who transferred from a community college to a public university, records were extracted and analyzed for those students whose first enrollment of record was in a community college, whose first year of enrollment in a public university was during fiscal years 1987, 1988, or 1989, and who the university identified as a transfer student enrolled in a baccalaureate degree program at the time of that first enrollment. The students meeting these criteria were then followed for fiscal years 1987 through 1990 to determine if and when they earned a baccalaureate degree and, if they had not earned a degree during this period, whether they were enrolled in a public university during fiscal year 1990. The results of this analysis are shown in Table 2.

Table 2 shows that the total number of transfers remained steady for each of these three fiscal years. The table also shows about one-third of the students transferred after completing an AA or AS degree at a community college, while eight to nine percent of the transfers had earned an Associate in Applied Science (AAS) degree before transfer. About 56 percent of the transfers each year had not earned a degree from a community college prior to transferring. Overall, 70 percent of the students each year transferred into the upper-division (that is, as having earned at least 60 semester credit hours toward their baccalaureate degree) and 30 percent into the lower-division at the

Table 2

PUBLIC UNIVERSITY BACCALAUREATE COMPLETION
OF TRANSFER STUDENTS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES

FY1987	Number of Transfers	Cumulative Percent Earning Baccalaureate Through FY1988	FY1989	FY1990	Percent Not Graduated, But Enrolled in FY1990
Upper-Division	8,628	21.7 %	52.3 %	63.2 %	10.7 %
AA/AS Degree Graduates	3,512	28.2	61.4	69.5	8.3
AAS Degree Graduates	857	19.4	44.0	55.0	14.2
Other Awards	222	23.0	41.0	49.1	12.6
No Degree/Award	4,037	16.3	46.6	60.3	12.0
Lower-Division	3,763	1.9	11.6	26.8	24.7
AA/AS Degree Graduates	378	2.9	15.1	27.0	27.8
AAS Degree Graduates	240	2.9	10.0	14.2	21.3
Other Awards	104	0.0	4.8	15.4	19.2
No Degree/Award	3,041	1.8	11.5	28.1	24.8
TOTAL	12,391	15.7 %	39.9 %	52.1 %	15.0 %

FY1988	Number of Transfers	Cumulative Percent Earning Baccalaureate Through FY1989	FY1990	Percent Not Graduated, But Enrolled in FY1990
Upper-Division	8,648	21.1 %	52.6 %	24.0 %
AA/AS Degree Graduates	3,764	26.9	60.8	19.2
AAS Degree Graduates	889	19.6	44.5	25.3
Other Awards	193	19.7	42.0	28.5
No Degree/Award	3,802	15.9	47.0	28.2
Lower-Division	3,748	1.7	11.0	45.1
AA/AS Degree Graduates	351	4.0	17.7	42.5
AAS Degree Graduates	223	2.2	9.0	30.9
Other Awards	78	1.3	9.0	37.2
No Degree/Award	3,096	1.4	10.4	46.6
TOTAL	12,396	15.3 %	40.0 %	30.4 %

FY1989	Number of Transfers	Cumulative Percent Earning Baccalaureate Through FY1990	Percent Not Graduated, But Enrolled in FY1990
Upper-Division	8,467	21.8 %	63.2 %
AA/AS Degree Graduates	3,761	28.6	58.3
AAS Degree Graduates	743	19.2	56.5
Other Awards	213	19.2	60.1
No Degree/Award	3,750	15.7	69.6
Lower-Division	3,500	1.5	68.0
AA/AS Degree Graduates	296	5.4	65.9
AAS Degree Graduates	202	2.0	55.9
Other Awards	74	0.0	62.2
No Degree/Award	2,928	1.1	69.2
TOTAL	11,967	15.9 %	64.6 %

Source: Shared Enrollment/Graduation Data System

public universities. This classification by division, however, differed by the students' pre-transfer degree status. Nine out of ten students who transferred after completing an AA or AS degree and nearly eight out of ten students who transferred after earning an AAS degree were classified as upper-division students. Of those students who had not earned a degree prior to transfer, fewer than six out of ten were classified into the upper-division.

Overall, 52 percent of the students who transferred in fiscal year 1987 earned baccalaureate degrees through fiscal year 1990, or within four years of transferring. Both pre-transfer degree status and upper- versus lower-division classification at time of transfer are related to persistence to baccalaureate completion. As expected, a higher proportion of students classified as upper-division at transfer graduated within this time frame, at 63 percent, compared with 27 percent of those who transferred as lower-division students. Among the upper-division students, 70 percent of those who had earned AA or AS degrees prior to transfer earned their baccalaureate degrees within four years, followed by 60 percent of the non-degreed students and 55 percent of the AAS degree graduates. Students who earned their AA or AS degrees prior to transfer and were classified in the upper-division after transfer also earned their baccalaureate degrees more quickly than any other group, with fully 61 percent completing through fiscal year 1989, or within three years of transferring.

The difference in persistence of students entering into the upper- compared with the lower-division is greatest for those students who transferred with AAS degrees, suggesting that those who transferred into the upper-division enrolled in either capstone programs or specifically designed 2+2 programs at public universities, while those who transferred as lower-division students did not. For the fiscal year 1987 transfers, 78 percent of AA and AS degree transfers and 72 percent of non-degreed transfers into the upper-division either graduated by or were enrolled during fiscal year 1990 compared with 55 percent of the AA and AS degree transfers and 53 percent of the non-degreed transfers into the lower-division--a difference of about 20 percent. In contrast, while 69 percent of the AAS degree transfers into the upper-division graduated by or were enrolled during fiscal year 1990, only 35.5 percent of the AAS degree graduates who transferred into the lower-division did so--a difference of 34 percent.

The pre-transfer degree status, class level at transfer, and patterns of persistence to baccalaureate completion for students who transferred in fiscal years 1988 and 1989 are comparable to those of the fiscal year 1987 transfers. The pre-transfer degrée status and rates of baccalaureate completion for transfers in all three years are also comparable to the findings from the five-year longitudinal study of students who transferred in fall 1979 presented earlier. Although the small shifts seen are in a positive direction--for example, a higher proportion of students in fiscal years 1987, 1988, and 1989 transferred into the upper-division compared with the fall 1979 transfers and a slightly higher percentage each year had completed an AA or AS degree prior to transfer--it is too early to determine whether these shifts can be called "trends."

Table 3 presents information on the number and persistence of minority students who transferred from community colleges to public universities in fiscal years 1987 through 1989. The proportion of black and Hispanic transfers was consistently low over these three years, at nine percent and 2.5 percent, respectively. The profile of the black transfer students contrasts with the profile of the total transfer population. For example, in fiscal year 1987, 65 percent of the black students transferred as lower-division students and less than 20 percent had earned an AA or AS degree prior to transferring. Overall, 19 percent of the black transfers completed baccalaureate degrees within four years after transferring (26 percent of AA and AS graduates), with 25 percent of those who had not completed a baccalaureate degree enrolling during fiscal year 1990. By fiscal year 1989, the proportion of black students who transferred as upper-division students and the proportion who had earned AA or AS degrees prior to transfer both increased by three percentage points.

Of the Hispanic transfers in fiscal year 1987, 57 percent transferred as upper-division students, and 26 percent had earned an AA or AS degree prior to transferring. Overall, 35 percent of the

Table 3

PROFILE OF BLACK AND HISPANIC TRANSFERS IN FISCAL YEARS 1987 THROUGH 1989

	Black Transfers						Hispanic Transfers					
	Lower Division	Upper Division	Total	Percent of Total	Percent Completed FY1990	Percent Enrolled FY1990	Lower Division	Upper Division	Total	Percent of Total	Percent Completed FY1990	Percent Enrolled FY1990
FY1987												
AA/AS Graduates	123	96	219	19.2 %	26.0 %	23.7 %	14	63	77	25.8 %	50.6 %	20.8 %
AAS Graduates	85	64	149	13.1	15.4	26.2	7	21	28	9.4	28.6	32.1
Other Awards	39	27	66	5.8	9.1	19.7	5	11	16	5.4	37.5	18.8
No Degree/Award	494	213	707	62.0	18.5	26.0	101	76	177	59.4	28.2	26.6
Total	741	400	1,141		19.0 %	25.2 %	127	171	298		34.6 %	25.2 %
Percent of total	64.9 %	35.1 %					42.6 %	57.4 %				
FY1988												
AA/AS Graduates	118	121	239	20.7 %	17.6 %	41.0 %	13	75	88	28.2 %	44.3 %	22.7 %
AAS Graduates	86	52	138	11.9	7.2	34.8	8	17	25	8.0	16.0	28.0
Other Awards	31	24	55	4.8	20.0	38.2	8	8	16	5.1	6.3	31.3
No Degree/Award	507	216	723	62.6	9.5	39.1	94	89	183	58.7	20.8	36.6
Total	742	413	1,155		11.4 %	39.0 %	123	189	312		26.3 %	31.7 %
Percent of total	64.2 %	35.8 %					39.4 %	60.6 %				
FY1989												
AA/AS Graduates	97	130	227	22.0 %	5.3 %	70.9 %	4	69	73	25.0 %	20.5 %	65.8 %
AAS Graduates	72	37	109	10.5	0.9	56.0	7	26	33	11.3	9.1	51.5
Other Awards	19	21	40	3.9	0.0	70.0	4	4	8	2.7	0.0	50.0
No Degree/Award	451	207	658	63.6	3.6	61.6	90	88	178	61.0	4.5	79.2
Total	639	395	1,034		3.6 %	63.3 %	105	187	292		8.9 %	71.9 %
Percent of total	61.8 %	38.2 %					36.0 %	64.0 %				

Source: Shared Enrollment/Graduation Data System

Hispanic transfers completed a baccalaureate degree through fiscal year 1990 (51 percent of the AA and AS degree graduates), and 25 percent of those who had not yet earned a baccalaureate degree enrolled during fiscal year 1990. As was true with the total transfer population in all three years, Hispanic students who transferred after completing an AA or an AS degree either graduated by or were enrolled during fiscal year 1990 at higher rates than other Hispanic transfers. While the proportion of Hispanics who transferred as upper-division students increased slightly from 57 percent in fiscal year 1987 to 64 percent in fiscal year 1989, the proportion who transferred after earning an AA or AS degree fluctuated from year to year. Unfortunately, since the study of the fall 1979 transfers did not analyze data by racial/ethnic group, there are no earlier figures with which to compare these data.

Other states have also analyzed the after-transfer retention of students. For example, the University of North Carolina system of 15 campuses tracked the first-year persistence of students who transferred from North Carolina community colleges to the university in summer and fall 1985, reporting that 70.1 percent were in good standing, while 15.9 percent were on academic probation or suspension, 12 percent had withdrawn, and two percent had graduated at the end of the first year. The first-year performance of transfers from North Carolina's technical colleges and institutes to the university was similar, with 72.3 percent in good standing, 13.2 percent on academic probation or suspension, and 14.6 withdrawing by the end of the first year. Similarly, the State University of New York reported in 1992 that 64.7 percent of full-time students who transferred in fall 1984 completed baccalaureate degrees by fall 1990 (within six years), with 0.9 percent still enrolled. Further, the rate of degree completion varied by the level at which the student transferred: 72.3 percent of the students who transferred as upper-division students completed baccalaureate degrees within six years, while only 56.2 percent of those who transferred as lower-division students did so. The persistence of Illinois transfers in fiscal years 1987 through 1989 compares favorably with these data from the University of North Carolina and the State University of New York.

Illinois Transfer and Articulation Policies and Practices

This section traces the evolution of state policies and practices for articulating programs and courses and for improving the transfer process for students in response to actual and perceived impediments to transfer. The term "transfer" refers to the process by which a student moves from one institution to another, while "articulation" refers to the process of evaluating program and course comparability among institutions. The more comparable the programs or courses, the less difficulty a student normally has in transferring from one institution to another.

Creation of the Community College System. After its establishment in 1961, one of the first tasks of the Board of Higher Education was the initiation of a master-planning process. The resulting plan, *A Master Plan for Higher Education in Illinois* (July 1964), called for the establishment of a statewide system of public community colleges. The plan clearly defined the community colleges as part of the higher education system by removing them from the jurisdiction of the common schools. The plan envisioned that community colleges would be located within commuting distance of the majority of the state's citizens in order to increase access to higher education at relatively low cost. Further, the creation of the community college system was expected to permit the public universities to discontinue open-admission policies and, thus, to achieve a better balance between lower- and upper-division baccalaureate enrollment.

The Public Community College Act of 1965 created the Illinois public community college system and established the Illinois Community College Board to coordinate the system. The Act also expanded the mission of the community colleges by stipulating that colleges recognized as part of this new community college system were to be comprehensive, offering programs "(1)...in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment." The Act provided a mechanism for the

37 existing junior colleges to become part of the system, as well as a mechanism for establishing additional colleges. Although today's community college offers a comprehensive program, a key mission continues to be the provision of lower-division baccalaureate programs for transfer to baccalaureate degree-granting institutions.

Early Articulation Efforts. Since locally governed colleges existed prior to the creation of the Board of Higher Education, the Illinois Community College Board, and the public community college system, policies and practices regarding the transfer of students and the articulation of programs and courses among institutions developed first through voluntary cooperative efforts among institutions. Following the release in 1964 of a national study on the success of junior college transfer students, the University of Illinois sponsored a statewide conference to discuss the study's findings and its implications for Illinois. The institutional representatives attending the conference identified articulation as a problem that needed to be addressed more widely. As a result, a second conference specifically on articulation was held at the Palmer House in Chicago in April 1966. The 200 participants, representing 73 Illinois colleges and universities, called for the establishment of a statewide organization, representative of all Illinois colleges and universities, to improve articulation within the state.

As a result of this conference, each college and university was requested to appoint a transfer coordinator, an individual who would serve as the institution's official voice concerning student transfer and program and course articulation. The organization established, the Transfer Coordinators of Illinois Colleges and Universities, has evolved into an effective communication network. Membership in the organization is voluntary and open to any institution in the state that designates a transfer coordinator. The Coordinators meet twice a year to exchange information on institutional transfer policies and to identify--and, when possible, resolve--issues related to transfer and articulation. The Transfer Coordinators developed and continue to maintain a procedure for articulating courses among institutions.

First Board of Higher Education Policy. Once established, the Board of Higher Education and the Illinois Community College Board also took an interest in articulation and transfer. In April 1970, the Board of Higher Education appointed an Articulation Study Committee to assess articulation practices and to recommend a statewide articulation policy to assure maximum freedom for students in transferring from community colleges to baccalaureate degree-granting institutions. In December 1970, at the recommendation of the Articulation Study Committee, the Board of Higher Education adopted its first state-level articulation policy, a resolution that called on the higher education community to recognize public community colleges as partners with baccalaureate institutions in the state "in the delivery of the first two years of education beyond high school." Often referred to by institutions as "The Compact," the policy also requested the trustees, administrators, and faculties of baccalaureate institutions to declare any transfer student who had completed a baccalaureate-oriented associate degree to have attained junior standing and to have met the baccalaureate institution's lower-division general education requirements. This policy shifted the focus of articulation from the articulation of individual courses to the articulation of an entire program: the general education portion of a baccalaureate degree. While the faculties of many public and private baccalaureate institutions adopted a comparable policy, the Board's policy lacked a mechanism for defining comparable quality standards and for resolving issues that might arise.

In August 1978, an Articulation Task Force formed by the Transfer Coordinators completed a comprehensive study of articulation and transfer issues. The leading conclusion of this study was that "most students appear to transfer from community colleges to senior institutions with few or no problems." The study noted, however, that some community colleges included upper-division courses and some included non-baccalaureate-level courses in their baccalaureate-transfer programs. The study also identified business as the field with the most articulation problems. The major concerns identified in the study, however, related to communication within and among institutions and to the academic advising of prospective transfer students. The report concluded with 24 recommendations

addressed to both community colleges and baccalaureate institutions. A follow-up study a year later showed that most recommendations had been implemented at least in part.

Illinois Community College Board Role. As part of its efforts to promote articulation and transfer, the Illinois Community College Board acted to create greater comparability among curricula offered by the public community colleges. In September 1986, the Illinois Community College Board adopted common titles and defined total and general education credit-hour ranges to distinguish among the various associate degrees. In spring 1988, with the assistance of a task force, the Community College Board developed model Associate in Arts (AA) and Associate in Science (AS) degree general education requirements as guidelines for community colleges. The models are revised every three years, with the most recent revision published in May 1991. (The current models are presented in the box below.)

MODEL ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES*

Associate in Arts (AA) and Associate in Science (AS) degrees prepare students to transfer to an upper-division baccalaureate degree program. The AA degree is designed to satisfy the lower-division requirements of Bachelor of Arts degrees and generally emphasizes the social sciences, humanities, and professional fields related to these disciplines. The AS degree is designed to satisfy the lower-division requirements of Bachelor of Science degrees and generally emphasizes mathematics, the sciences, and professional fields related to these disciplines.

		AA Degree	AS Degree
A.	Total Semester Credit Hours	60 to 64	60 to 64
B.	General Education Core Requirements	38 to 50	39 to 50
	Communications	9	9
	English Composition 6		
	Speech 3		
	Humanities	9	6
	(From at least two disciplines)		
	Social Sciences	9	6
	(From at least two disciplines)		
	Mathematics	3	6
	Science	6	8
	(Minimum of one laboratory course)		
	Flexible Hours		
	(Additions in the above 5 areas defined by the college)	2 to 14	4 to 15
C.	Transfer Major, Minor, and/or Electives (*Selected in consultation with academic advisor*)	10 to 26	10 to 25
D.	Minimum Residency Requirement	15	15
E.	Minimum Cumulative Grade Point Average	C (2.0/4.0)	C (2.0/4.0)

*Approved by the Illinois Community College Board, May 1991.

In 1988, the Illinois Community College Board again formed an Articulation Task Force to identify articulation and transfer issues and to make recommendations for resolving them. In its March 1989 report, the Task Force identified 13 areas of concern. Primary among these concerns were (1) the need for community colleges to be able to maintain flexibility in the general education

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curriculum in order to accommodate the rapidly changing, diverse requirements being adopted by public universities resulting from the Board of Higher Education policies on undergraduate education, (2) the need for better quality academic advising and more timely information provided to students, and (3) the need for better access by minority, part-time, and older, placebound students to baccalaureate programs. While the majority of the report's 40 recommendations were addressed to institutions or to the Transfer Coordinators for action, the Board of Higher Education was requested to address three of the recommendations: the need for a re-affirmation of the articulation "compact," the need for a common system for monitoring the after-transfer performance of students, and the need for easily accessible and more timely course-equivalency information statewide.

Board of Higher Education Action. In January 1989, the Board of Higher Education received a Ford Foundation-sponsored grant from the State Higher Education Executive Officers (SHEEO) to identify and implement actions that would improve minority student baccalaureate degree completion through transfer. Statewide data available at that time indicated that the community colleges enrolled 58 percent of all black and Hispanic students enrolled in higher education in the state (all levels), but that only 11 percent of the transfers from community colleges to public universities were black or Hispanic.

A progress report on the SHEEO initiative (September 1989) identified four recurring themes arising from staff discussions with 44 public and private associate and baccalaureate degree-granting institutions across the state. These four themes were: (1) the need to provide students greater encouragement, accurate information, and guidance early and throughout the educational process in order to smooth the transition from one institution to another, (2) the need for greater involvement by faculty members from both associate and baccalaureate degree-granting institutions in developing and maintaining program and course articulation agreements between and among institutions, (3) the need to create an hospitable campus climate for minority students and to improve the socialization of minority students to the collegiate environment, and (4) the need to provide adequate financial aid to minority and transfer students and to institutionalize programs designed to increase the retention of minority students on campus. Only one of these four needs related specifically to articulation, while three related to the transfer process.

Against this backdrop, the Committee on the Study of Undergraduate Education was reconvened in November 1989 to review the implementation of the Board's policies on improving undergraduate education. While the text of the 1986 Committee's report included a paragraph on the importance of transfer, none of the recommended policies specifically addressed either student transfer or program articulation. The reconvened Committee concluded that these issues should be addressed. In its report to the Board in September 1990, the Committee recommended a series of seven policy statements on transfer and articulation to supersede the 1970 policy. The seven policies on transfer and articulation adopted by the Board re-affirmed that associate and baccalaureate degree-granting institutions must be equal partners in providing the lower-division portion of baccalaureate degrees. The policies also addressed both the deficiencies in the previous policy and the concerns raised by the SHEEO report and the Illinois Community College Board Task Force Report.

In developing its policy recommendations, the Committee on the Study of Undergraduate Education recognized that higher education's decentralized, participatory governance process--a process in which each institution's faculty determines academic standards, curriculum requirements, and course content--was impeding the higher education community's fulfillment of its obligation to protect student access and to maintain opportunities for advancement, including the opportunity to transfer from one institution to another. Since the Committee viewed the stated purposes of the general education curriculum as similar from institution to institution, even though specific course requirements varied, the Committee concluded that one institution's general education curriculum should be accepted as equally valid as another's in achieving these similar purposes. The Committee also concluded that college and university faculty members from across the state, by department or discipline, needed to come together to collaborate in defining standards of comparability for programs

and courses offered in common. Further, because college and university curricula and courses are dynamic, evolving to incorporate new knowledge and to meet emerging societal needs, standards of comparability must be continually revised and updated.

Thus, unlike the previous articulation policy, the revised policies on transfer and articulation protect both institutional diversity and opportunities for students to transfer by stipulating that transfer students be accorded comparable standing and be able to complete the baccalaureate degree at a pace comparable to "native" students. The policies also affirmed the articulation of the entire general education program by stipulating that the general education portion of the AA or AS degree be accepted in transfer, provided the degree requirements meet or exceed those in the Illinois Community College Board models. More importantly, the policies called on college and university faculties jointly to assume responsibility for promoting curriculum comparability, as well as for developing articulation agreements between institutions. The policies also called on campus presidents and chief academic officers to assume responsibility for providing leadership in implementing interinstitutional articulation arrangements and for resolving differences.

The Board's policies further acknowledged that smoothing the transfer process for students also must be a joint responsibility of both associate and baccalaureate degree-granting institutions. This responsibility is broader than creating curriculum comparability. It encompasses the encouragement of students to pursue a baccalaureate degree, the provision to students of accurate and timely advice regarding program and course selection and the steps in the transfer process, and the integration of transfer students into the campus community. The concluding policy called for the creation of a statewide system to monitor students' after-transfer persistence to baccalaureate degree completion in order to provide the information needed to improve curriculum comparability and communication both among institutions and with students. The complete text of the Board's policies on transfer and articulation are presented in the Appendix.

Recent Initiatives to Improve Transfer and Articulation

This section describes the various cooperative initiatives begun since the deliberations of the Committee on the Study of Undergraduate Education to implement the Board's policies on transfer and articulation. Some initiatives are designed specifically to encourage and facilitate student transfer, while others are involving faculty members in formulating standards and articulating programs and courses among institutions.

Minority Articulation Program Grants. In December 1989, the General Assembly created a Minority Articulation Program within the Higher Education Cooperation Act (HECA) and authorized $1 million for the program in fiscal year 1990. The fiscal year 1990 grants were awarded by the Board in May 1990 to establish Transfer Centers at six of the City Colleges of Chicago, at five Chicago suburban community colleges, and at five downstate community colleges with sizable minority populations. A Transfer Center was defined as a physical entity on a community or junior college campus that served as a focus for activities to encourage, guide, and inform students about transfer opportunities and the transfer process and to guide students in program and course selection. In September 1990, fiscal year 1991 grants were awarded to establish five additional Transfer Centers, for a total of 21. Fiscal year 1990 and 1991 grants ran coterminously, ending August 31, 1991.

Table 4 provides information on the number of students served within these 21 Transfer Centers by the type of service received during academic year 1990-91. The table illustrates that although the Transfer Centers are organized differently, the most common service provided was one-on-one or small group advising on transfer opportunities and processes. The second most common service was the provision of general workshops or seminars on various aspects of the transfer process, from selecting a baccalaureate major to applying for admission or for financial aid. Table 4 also shows that many of the Transfer Center directors are also involved in various outreach activities to encourage minority students to pursue higher education. These activities range from visiting high schools and

Table 4

SERVICES PROVIDED AND NUMBERS SERVED BY TRANSFER CENTERS
ACADEMIC YEAR 1990-91

	Number of Students Served by Type of Service							College	Center Outreach			Articulation
	Transfer Advising	Peer Advising	Mentoring	Campus Tours	Alumni Sessions	Work-shops	Other	Class Visits	School Visits	Visits to Campus	Community Groups	Meetings Held
Public Community Colleges												
Belleville Area College	159	86	159	33	5	185	80		10		4	3
Black Hawk College	61	137				2		4	13		11	
City Colleges of Chicago	3,889	80		317	15	2,396	172					
Richard J. Daley College									1	3		3
Kennedy-King College										1	1	16
Malcolm X College									70		40	6
Olive-Harvey College									4		4	10
Harry S Truman College									7	2	3	
Harold Washington College									4		1	36
College of DuPage		60		31		80	6,500	1			4	
Elgin Community College	532	24	65		8	91			12	6	21	
Illinois Central College	750		25	120	8	45					5	21
Joliet Junior College	83			52		40	25		1	1		
Kankakee Community College	418			8			303		6		3	
Moraine Valley Community College	244	35		15		25	178		10		12	
Richland Community College	457		610	92		131			5	16		5
South Suburban College	1,164	486		84		145				1		7
State Community College	150	79	24	111		64			10		9	7
Triton College	183	89	200	78		87			3	7	10	
Waubonsee Community College	351	152	77	57		274			5		4	3
Private Junior Colleges												
Montay College	20			40							2	16
St. Augustine College	150			40	50		200					
TOTAL	8,611	1,228	1,160	1,078	86	3,565	7,458	5	161	37	134	133

Source: FY1991 Transfer Center Evaluation Reports

community groups to bringing high school students to the college campus. About half of the Transfer Center directors are also directly involved in program and course articulation, while in about half of the community colleges the articulation function is carried out by a separate office with the results made available in the Transfer Center.

Table 5 presents the number of students served by the 21 Transfer Centers each term during academic year 1990-91. The information is provided by class level and by racial/ethnic group, since a primary focus of the Centers is to improve the transfer and subsequent success of minority students. Assuming that the numbers reported in the evaluations were unduplicated headcounts as requested, Table 5 shows that more than 10,500 students were served by the Centers in some way during the 1991-92 academic year. Slightly more freshmen (5,615) than sophomores (4,952) made use of the Centers' services, with black students making the most use of the services provided. (It should be noted that "Other" on the table includes Native American and Asian students, as well as white students and students whose racial/ethnic group was unknown. It should also be noted that, because many community college students attend part-time, sophomore class standing does not necessarily mean that the student will either graduate or transfer within the next year. At the same time, many students transfer as freshmen.)

Fiscal year 1991 Minority Articulation Program grants were also awarded for 21 different "short-term" articulation projects. (Excerpts from Minority Articulation Program first-year evaluations are included in the accompanying box.) Four projects were funded at public community colleges, four at private institutions, and 13 at public universities. These short-term articulation projects were diverse in specific purpose and scope, although all projects were cooperative efforts to improve the recruitment, retention, transfer, and baccalaureate completion of minority students.

EXCERPTS FROM MINORITY ARTICULATION PROGRAM FISCAL YEAR 1991 EVALUATION REPORTS

"[In the past], there has been severe neglect in providing information about the college process to minority [high school] students, a primary factors putting them at risk. What became clear during the college preparation classes was the inaccurate perceptions of the college process and lack of knowledge of basic termitology (e.g., university vs. college, undergraduate vs. graduate). Additionally, realistic expectations about admission standards, the academic preparation required for various majors, and awareness of timelines and deadline dates were foreign to many."

City Colleges of Chicago/Community-Based Organizations Project

"Again and again we were reminded of the benefits of a single point of contact for advising, trouble-shooting, and support. Applicants would normally deal with several offices during the admission and enrollment process. We were able to simplify and personalize the communication process considerably.... [For example,] one student had planned to enroll at DePaul in Nursing but was placed in a difficult situation when the program was terminated in June. We were able to work closely with St. Xavier College to ensure her admission and enrollment there.... We have [also] started to address the issue of assessment testing by looking at ways to synchronize the testing procedures and policies at the two institutions. For example, we have started to offer DePaul assessment tests on-site and to accept the Daley assessment in reading for course placement at DePaul."

Brian Spittle, DePaul University-R.J. Daley College Project

"Nothing can substitute for the individual advising conference: a student's community college credits are evaluated, financial aid information is provided, and admissions procedures are discussed.... Meeting with the students individually provides them with personalined information, allowing the student to see exactly how credits will transfer, and how easy it can be to transfer.... Individualized advising conferences take all the guesswork out of transferring.... Of great value to undecided high school and to community college students was a videotape of two advising sessions between the Transfer Coordinator and a prospective State Community College transfer student shown on WSCC-TV in East St. Louis.... [Finally,] although the number of students who [transferred in fall 1991] slightly declined, we feel that students are evaluating their situation more closely and are opting to remain at the community college to complete their associate degree. [We] encourage students to complete an associate degree before transferring."

Eugene Magac, Southern Illinois University at Edwardsville

"The most encouraging finding [in a follow-up study of transfers to the University of Illinois at Chicago and Illinois Institute of Technology] is that Transfer Center-users transfer with a higher GPA than non-users. Another [finding] is that 25 percent of the students who transferred did not originally intend to transfer when the school year began, but at some point during the year they changed their mind.... Given the high visibility of the Transfer Center, it may well be that a campus-wide transfer environment is developing."

Richard Valencia, Truman College Transfer Center

Table 5

NUMBER OF STUDENTS SERVED BY TRANSFER CENTERS BY TERM, CLASS, AND GROUP
ACADEMIC YEAR 1990-91

	Fall 1990						Spring 1991						Summer 1991					
	Freshmen			Sophomores			Freshmen			Sophomore			Freshmen			Sophomores		
	Black	Hispanic	Other	Black	Hispanic	Other	Black	Hispanic	Other	Black	Hispanic	Other	Black	Hispanic	Other	Black	Hispanic	Other
Public Community Colleges																		
Belleville Area College	21	2	2	8		5	53	4	11	22	4	5	16	2		3	1	
Black Hawk College													2	1	17	6	6	29
City Colleges of Chicago																		
Richard J. Daley College	46	12	22	51	44	75	71	36	54	68	50	102	7	7	17	7	10	14
Kennedy-King College	45		1	30			126	1	2	182	1	4	40			61		2
Malcolm X College*	53	1	3	54	4	6	81	3	2	70	3	2	14	3	1	27		
Olive-Harvey College*	84	3	1	96	8	1	176	11		187	15	3	89	3	2	65	2	2
Harry S Truman College*	124	70	257	87	38	133	92	49	162	82	38	118	29	10	78	20	10	33
Harold Washington College*	113	28	53	144	20	57	195	30	84	165	28	60	91	21	54	64	4	15
College of DuPage**							1	2	9	5	2	27						
Elgin Community College**							65	145	22	91	159	42						
Illinois Central College							48	8	93	47	2	52	31	3	36	15	1	57
Joliet Junior College**							5	5	10	38	10	15	3	6	19	2	2	15
Kankakee Community College	28	1	124	28	1	137	2		26	9	2	56			3			1
Moraine Valley Comm. College	19	6	1	7		2	48	26	6	24	9	8	20	12	6	17	18	14
Richland Community College	33	1	98	23		120	17		95	31	2	96	15		116	15		64
South Suburban College	156	6	132	39	2	86	42	6	157	42	2	92	95	8	160	43	5	111
State Community College	20			15			33			31		3	19		4	22		3
Triton College							90	24	136	23	41	54						
Waubonsee Community College	13	39	64	11	22	95	23	11	63	27	20	162	7	6	35	6	9	45
Private Junior Colleges																		
Montay College**	69	33	84	6	4	22	47	13	54	6	5	19						
St. Augustine College**		19			119			39			322			6			21	
TOTAL	824	221	842	599	262	739	1,215	413	986	1,150	715	920	478	88	548	373	89	405

*Grant began mid-January 1990.
**Grant began mid-September 1990.
All others began June 1990.

Source: FY1991 Transfer Center Evaluation Reports

Among university projects, the most common design included providing a liaison or adviser to one or more community college Transfer Centers, as well as the development of 2+2 articulation agreements or transfer guides between the cooperating institutions, although the emphasis differed among projects. Both the DePaul and Roosevelt University projects with the City Colleges of Chicago provided a transfer adviser from the university who advised individual prospective transfer students at the cooperating City College Transfer Center(s) at least one-half day each week throughout the spring term 1991.

While they also advised some students at the community colleges, a primary focus of the projects at Southern Illinois University at Carbondale and Western Illinois University was to bring the City College students to the university campus for an overnight visit. In addition, the Southern Illinois University at Carbondale project began development of a dual admission program with several of the City Colleges, while the project at Western Illinois University developed 32 2+2 agreements between the University and the City Colleges. The primary focus of the projects at Northern Illinois University and the University of Illinois at Chicago's College of Business was the development of working relationships among faculty members leading to program and course articulation. (An example of a 2+2 agreement is provided in the accompanying box.)

OLIVE-HARVEY COLLEGE
2+2 Articulation Program
With the University of Illinois at Chicago
and Chicago State University

Associate in Arts Degree Requirements for Transfer in Business Administration

General Education

Communications	9 hours
English 101 and 102	
Speech 101	
Humanities	6 hours
Select two subject areas from:	
Music 121	
Art 103, Fine Arts 105, 107 or 108	
Philosophy 106 or 107	
Literature 205 or 207	
Humanities 220	
African-American Studies	3 hours
Humanities 141 or 215	
Social Science	9 hours
Social Science 101	
Economics 201 and 202	
Mathematics	4 hours
Mathematics 204	
Natural Sciences	12 hours
Biology 111	
Physical Science 111 or Chemistry 100/121 or Chemistry 201/202 or Physics 221 or Geology 201	
An additional higher-level course to complete a sequence	

Business

Data Processing	3 hours
Data Processing 101	
Business	18 hours
Business 101, 102, and 111	
Business 203, 211, and 212	
Total	**64 hours**

The projects of the University of Illinois at Chicago's College of Liberal Arts and Sciences and at Southern Illinois University at Edwardsville included all three components. For example, the College of Liberal Arts and Sciences provided an adviser for half a day each week at each of the six City Colleges' Transfer Centers, resulting in individual transfer advising of 455 prospective students. The project also arranged campus visits for groups of students and developed 2+2 articulation agreements with each of the City Colleges in 27 Arts and Sciences' majors. Southern Illinois University at Edwardsville regularly visited, and hosted visits by the students from, its four cooperating community colleges. The University also updated existing 2+2 agreements with three of the community colleges and developed 17 new 2+2 agreements with State Community College.

Six short-term articulation projects (the City Colleges of Chicago Cooperative with Community-Based Organizations, the Prairie State College/Governors State University Cooperative, the University of Illinois at Chicago project with Malcolm X College and Benito Juarez and Roberto Clemente High

Schools, and the William Rainey Harper College, Rosary College, and Sangamon State University projects) sought to encourage minority high school students to enroll first in community colleges and then to transfer on to complete the baccalaureate degree.

Four projects were designed to articulate programs and encourage transfer in a particular discipline area--the Southern Illinois University at Carbondale and Sangamon State University projects in education, the University of Illinois at Chicago/Malcolm X College project in the allied health professions, and the University of Illinois at Chicago/Chicago State University/City Colleges of Chicago Partnership in business. The Truman College/DePaul University Weekend College Partnership project was designed to encourage and facilitate transfer of a specific student clientele.

Evaluation data from the first year indicate that the Minority Articulation Program is having success in providing students appropriate information about transfer opportunities and the transfer process, in establishing faculty articulation efforts and interinstitutional articulation agreements, and in raising the visibility of the baccalaureate-transfer programs of community and junior colleges. Since the Transfer Centers and the short-term articulation projects have existed for less than two years, it is still too early to determine whether they have had an appreciable impact not only on the number of students, particularly minority students, who transfer but also, and more importantly, on the number of students who are successful in earning a baccalaureate degree after transfer.

State funding for the Minority Articulation Program was increased to $2.25 million in fiscal year 1992. Fiscal year 1992 grants were awarded to continue 19 of the Transfer Centers and to establish two additional Centers and to continue 12 and initiate four new short-term articulation projects.

Disciplinary Articulation Efforts. The Committee on the Study of Undergraduate Education recognized, in the words of Louis Bender (1991), that "the key to successful...articulation is faculty-to-faculty relationships characterized by trust and confidence in the professionalism of colleagues." Thus, in addition to calling on colleges and universities "to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor," the Board's policies specifically call on college and university faculties jointly to "take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between...curricula."

Several professional associations have taken up this call. A joint task force of the Illinois Mathematics Association of Community Colleges (IMACC) and the Illinois Section of the Mathematics Association of America (ISMAA) first completed a curriculum guide for lower-division mathematics study in 1973. The most recent update, completed in May 1991, describes the content and objectives of appropriate lower-division general education mathematics courses; mathematics courses for mathematics, engineering, computer science, and business majors; computer science courses for majors and non-majors; and mathematics courses that are pre-collegiate (or remedial). (An abbreviated description of the three lower-division general education courses for non-mathematics or science majors is provided in an accompanying box.)

The Illinois Speech and Theatre Association also named an articulation task force. Between 1984 and 1987, the task force met regularly, first, to define the outcomes expected of the general education speech communication course required by most colleges and universities and, then, to define the appropriate content for the lower-division courses in the various speech majors: speech communication/rhetoric, mass communication/media, and theatre arts.

During the academic year 1989-90, the Board of Higher Education and the Illinois Community College Board staff formed an ad hoc committee of faculty and administrators of associate and baccalaureate degree nursing programs to suggest ways of improving opportunities for Illinois registered nurses who wished to earn a baccalaureate degree in nursing. The committee developed objectives and guidelines for articulating associate and baccalaureate programs in nursing, as well as

for transfer into nursing by students pursuing the AS degree.

More recently, in spring 1991, the Board of Higher Education and the Illinois Community College Board staffs convened an ad hoc Committee of Scholars on the Humanities, consisting of faculty representatives from each of the public university systems and the community colleges. The Committee was asked to develop guidelines for the general education requirement in the humanities in order to refine the Illinois Community College Board AA and AS degree models. The Committee developed a definition of "The Humanities," established criteria for courses selected to fulfill the general education humanities requirement, and identified the specific disciplines and types of course-work that are considered part of the humanities. (The Committee's definition and criteria are included in an accompanying box.)

Transfer Coordinators of Illinois Colleges and Universities. In addition to disciplinary professional association efforts, the Transfer Coordinators annually have selected two or three academic disciplines or fields for review. In 1990-91, task forces comprised of representative community college and university faculty and staff members completed reviews and developed articulation guidelines for lower-division teacher education certification courses, lower-division English courses, and the computer systems course for baccalaureate programs in business. During academic year 1991-92, task forces are reviewing music and art curricula in order to recommend which lower-division courses students should take prior to transfer.

ILLINOIS MATHEMATICS AND COMPUTER SCIENCE ARTICULATION GUIDE

GENERAL EDUCATION REQUIREMENTS

The majority of students will continue to satisfy the mathematics general education requirement by taking the college-level courses specified by the student's major. For those students not satisfying the general education requirement in this manner, the following courses are offered (intermediate algebra is the prerequisite for all courses):

General Education Statistics (3-4 Semester Hours)

Upon completion of this course, a student is expected to: understand the language and symbols of basic statistics; be able to gather and analyze data; provide graphic displays for data and interpret graphs and charts; determine whether or not a statistical hypothesis is significant by applying the appropriate procedure; be able to read and understand the summarized results of a statistical experiment performed by others; and be able to use computer software to complete and interpret the results of statistical experiments. The student will be given hands-on experience with data collection and analysis and will use computer software to interpret and graph data.

General Education Mathematics (3-4 Semester Hours)

Four topics are to be selected from the following list for in-depth study to permit development of mathematical sophistication:

(1) logarithmic and exponential functions
(2) geometry
(3) counting techniques and probability
(4) number theory
(5) historical significance of mathematics
(6) graph theory
(7) set theory
(8) game theory
(9) logic
(10) statistics

Quantitative Literacy (3-4 Semester Hours)

This course is designed to develop a conceptual understanding of mathematics and competency in problem solving and analysis through the following activities: (1) representing and analyzing data through statistical measures of central tendency, dispersion, normal and chi square distributions, correlation and regression, as well as multi-step processes of decision making and hypothesis testing; (2) using logical statements and arguments in a real-world context; (3) estimating, approximating, and judging the reasonableness of answers; (4) graphing and using polynomial functions and systems of equations and inequalities in the interpretation and solution of problems; and (5) selecting and using appropriate approaches and tools in formulating and solving problems from business and finance, geometry and measurement, and the environmental and biological sciences.

In addition, the Transfer Coordinators periodically establish task forces to study other issues and to recommend solutions to the total group and to the institutions represented. Currently, for example, an ad hoc Computerized Course Articulation Network Task Force is designing a system for providing comprehensive and readily accessible course articulation information to community college and university faculty members, administrators, and students via a statewide electronic data transmission system.

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System Initiatives. In 1989, after careful scrutiny of both freshman and transfer retention and graduation rates, the Regency Universities System made a major commitment "to achieve a substantial improvement in access to baccalaureate education for minority transfer students" (Board of Regents, *Opening the Doors Wider*, 1989). The initial results of this commitment were seen earlier in Table 1. Southern Illinois University has also increased its emphasis on improving transfer to its campuses. In his January 1992 "state of the university" address which outlined his four-year plan for dealing with the state's fiscal situation, President Earl Lazerson indicated that to keep enrollment up, the Edwardsville campus would continue to improve its recruitment of transfers from community colleges. He attributed the fact that there are now more community college transfers entering each year than first-time freshmen to the campus' having gotten "off our duffs and begun articulating with community colleges."

Because the Board of Higher Education's policies on transfer and articulation incorporate the Illinois Community College Board model AA and AS degree requirements, the Illinois Community College Board staff have undertaken the challenge of keeping the models up to date. The first revision was completed in May 1991. The incorporation of the models into the policies has resulted in increasing numbers of community colleges reviewing and revising their requirements to bring them in line with the models, as was reported in *Undergraduate Education: Learning and Teaching*. Most recently, in January 1992, the Illinois Community College Board staff, with the assistance of the Transfer Coordinators, surveyed all public and private associate and baccalaureate degree-granting institutions requesting specific information about and examples of each institution's articulation efforts with other institutions (including community college articulation efforts with high schools). When all surveys have been returned, the Illinois Community College Board staff will make public a report analyzing the results.

THE HUMANITIES

Study of the humanities is a quest to understand what it means to be human--who we are and what our lives ought to mean, our comedies and tragedies, our struggles, achievements, and failures. The fundamental objective of the humanities is to interpret what is significant about human life, to participate in reflection upon the basic questions that confront all human beings in the course of their lives--identity, justice, love, courage, beauty, and mortality--and upon the dreams, traditions, and cultures of peoples throughout time who have wrestled with these same questions.

Criteria

Courses selected to fulfill the general education humanities requirement involve students in the basic questions and substance of the humanities, as well as the methods to approaching these questions. These courses should not require prior college-level study and should not assume that students who take them will continue in that discipline as majors. Because the focus in these courses is on interpretation, assessment, appreciation, and reflection, they should require students to express themselves in writing through essays, essay examinations, and other forms of reflective discourse.

Specific Disciplines and Courses

Literature
(in English or other languages)

Philosophy

Religion
(comparative or historical, rather than sectarian)

Art and Music
(appreciation, history, theory, and criticism, rather than technique, performance or production, dance, and theater)

History

Communication Studies
(courses in journalism, communication studies, and rhetoric that focus on appreciation, history, theory, and criticism, rather than on techniques, performance, or production)

Linguistics
(language evolution and relationships among languages)

Inter/Multidisciplinary Studies
(courses combining two or more of the disciplines shown above, including world or regional cultures and civilizations, ethnic cultures, and women's studies)

Articulation and Transfer Conferences. The Board's policies on articulation and transfer call on college and university presidents and chief academic officers to "provide leadership in implementing" the policies and "in resolving issues of mutual concern." To implement this policy, an Illinois Presidents' Forum was held in Normal on April 1, 1991. As part of this forum, President Earl Lazerson of Southern Illinois University at Edwardsville led a two-hour discussion on improving undergraduate education, including student transfer and program articulation. The discussion focused on new ideas and on examples of campus programs to improve transfer and articulation. President Paul Heath of Elgin Community College noted, for example, that one of the problems community colleges face is that students frequently have not decided early enough which institution they wish to transfer to. He believed Transfer Centers were effective in addressing this problem and indicated that they at Elgin were placing their priority on advising students who had completed 12 semester hours of coursework to assure they have the kinds of information they need in order to make appropriate academic decisions.

Transfer and articulation has been the subject of a variety of conferences during academic year 1991-92. For example, one of the sessions of the Illinois Council on College Attendance's conference at Northeastern Illinois University in March 1992 was devoted to the role of community college transfer centers in encouraging and facilitating transfer and the benefits to universities in working with the transfer centers. In April 1992, the University of Illinois at Urbana-Champaign and the City Colleges of Chicago jointly sponsored an all-day articulation conference at the Chicago Hilton and Towers which brought together faculties by academic discipline to articulate standards for courses and programs among campuses. In addition to their regular business meeting, the spring meeting of the Transfer Coordinators of Illinois Colleges and Universities to be held at Sangamon State University on May 6, 1992, will include a panel presentation on the status of general education requirements across the state.

On May 1 and 2, 1992, the Illinois Community College Board and the Board of Higher Education are co-sponsoring a statewide articulation conference in Schaumburg. Under the theme, "Communication and Cooperation: The Key to Articulation and Transfer Success," college and university faculty members and academic administrators will explore issues and concerns about transfer and articulation in specific disciplines, exchange information about successful programs, and advance the dialogue necessary to promote successful transfer for Illinois students. In addition to addresses by Professor Arthur Cohen of the University of California at Los Angeles and Judith Eaton, Director of the American Council on Education's National Center for Academic Achievement and Transfer, roundtable sessions will engage faculty members in discussion of standards in such disciplines as mathematics, biology, English, art, music, psychology, and the humanities and in such professional fields as business, nursing, and teacher education.

Conclusions and Next Steps

The Board of Higher Education's policies on transfer and articulation were adopted in September 1990. These policies stress the responsibility of college and university presidents, academic officers, and faculties to work together to facilitate the smooth transfer of students from community colleges to baccalaureate degree-granting institutions. Collaboration is needed not only in setting curriculum and course standards to assure comparability among institutions, but also to encourage and advise prospective transfer students on their opportunities and the mechanics of transfer.

The information presented in this report indicates that, even prior to the adoption of the Board's policies, the transfer process was working well for many students. More than half of the students who transferred from a public community college to a public university during fiscal year 1987 earned a baccalaureate degree by the end of fiscal year 1990, while an additional 15 percent were enrolled during fiscal year 1990. Those students who transferred into the upper-division graduated in higher proportions than did those who transferred into the lower-division, with 70 percent of those students who transferred into the upper-division after earning an AA or AS degree graduating by the

end of fiscal year 1990. Overall, Illinois students who transfer were seen to do as well, if not better than, transfer students in other states.

The information presented also indicates, however, that the transfer process was not working well for minority students. Black and Hispanic students comprised only a small proportion of transfer students during fiscal years 1987, 1988, and 1989. Significantly fewer black students transferred into the upper-division, completed an AA or AS degree prior to transfer, and graduated within four years of transfer than did the overall transfer population. While more Hispanic than black students transferred into the upper-division, completed an AA or AS degree prior to transfer, and graduated within four years, they did so less frequently than the overall population.

The number of students who transferred from a community college to a public university increased by 14 percent between fall 1987 and fall 1991. More encouraging, the number of black transfers increased by 17 percent and the number of Hispanic transfers increased by 48 percent over this period. Nonetheless, the number of black and Hispanic students who transfer is still small compared with their proportion both of community college enrollment and of the Illinois population.

A variety of promising initiatives were undertaken in fiscal years 1991 and 1992 to implement the Board's policies on transfer and articulation, many of which were designed specifically to improve the transfer and subsequent success of minority students. Through the Minority Articulation Program, 21 transfer centers were established in community colleges in fiscal year 1991, with two additional centers established in fiscal year 1992. In addition, several community colleges established comparable centers through other funding sources. First-year evaluations of the transfer centers suggest they are beginning to achieve their primary goals: raising the visibility, especially among minority students, of the baccalaureate-transfer program and of transfer on the community college campus; encouraging minority students to consider pursuing a baccalaureate degree; and providing accurate information and advising about transfer opportunities, the process of transferring, and academic planning for transfer.

In addition to transfer centers, the Minority Articulation Program provided short-term articulation grants to public and private institutions to articulate programs and courses and to facilitate student transfer. Many of these grant projects provided university advisers to counsel prospective transfers at a community college transfer center. Many also brought together faculty and staff members from cooperating institutions to articulate courses and programs. Others formed partnerships with secondary schools or community groups to encourage minority students to pursue higher education. Because of the nature of these projects, their impact on improving the transfer and subsequent baccalaureate degree completion of students, especially minority students, will not be known for several years.

Because faculty members are the key to successful articulation, recent efforts to bring together faculty members from across the state to discuss common standards in a discipline are particularly encouraging. Among the professional organizations that have taken on this challenge are the joint task force of the Illinois Mathematics Association of Community Colleges and the Illinois Section of the Mathematics Association of America and the ad hoc articulation task force of the Illinois Speech and Theatre Association. The Transfer Coordinators of Illinois Colleges and Universities have also established task forces of faculty members to review lower-division coursework in such areas as English, education, art, and music, and the ad hoc committee on nursing developed guidelines for articulating associate and baccalaureate nursing programs. More recently, the Board of Higher Education and the Illinois Community College Board jointly established a Committee of Scholars on the Humanities to define the humanities component of college and university general education requirements.

A variety of conferences have also encouraged closer cooperation among institutions. These have ranged from the Illinois Presidents' Forum in April 1991 to interinstitutional articulation conferences such as that co-hosted by the University of Illinois at Urbana-Champaign and the City

Colleges of Chicago in April 1992 to the statewide articulation and transfer conference co-sponsored by the Illinois Community College Board and the Board of Higher Education on May 1 and 2, 1992.

While transfer and articulation initiatives are gaining momentum across the state, there is still considerable room for improvement in both the number of students, particularly minority students, who transfer and their subsequent success in earning baccalaureate degrees. Some public community colleges have yet to revise their requirements for the AA and AS degree to meet the minimums in the models developed by the Illinois Community College Board which were incorporated into the Board of Higher Education's policies. Some public universities are more involved in collaboration with community colleges to improve transfer and articulation than are others. The recently created Shared Enrollment and Graduation Data System is a major step forward in providing the kind of information needed to analyze transfer patterns and after-transfer persistence in order to inform both institutional and state-level decision making.

The Board of Higher Education, as well as the Illinois Community College Board, need to continue to emphasize as a high priority the improvement of transfer and articulation among institutions, within the context of the overall improvement of undergraduate education. The Board of Higher Education should continue to report periodically on the status of student access and preparation, undergraduate learning and teaching, and transfer and articulation, the subjects of this year's series of reports on the implementation of the Board's policies on improving undergraduate education.

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APPENDIX

BOARD OF HIGHER EDUCATION POLICIES ON TRANSFER AND ARTICULATION
September 1990

- Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

- Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

  a. Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college that has adopted degree requirements that meet or exceed the specifications in the models developed and regularly updated by the Illinois Community College Board will have met the receiving institution's general education requirements that are not specifically designated upper-division. A receiving institution may, however, require admitted transfer students to complete an institution-wide, mission-related general education requirement if students can do so through elective credit within the baccalaureate degree program.

  b. Students admitted in transfer who began but did not complete the Associate in Arts or Associate in Science degree at an accredited Illinois community or junior college will be granted full credit for satisfactorily completed courses that the baccalaureate institution determines are comparable to its own courses.

- Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

- Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

- Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

- Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

- A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

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